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*"A man's value lies in his ability to think
individually and act collectively."*

—ELBERT HUBBARD.



Professional



Depression, Debts and Dollars

DR. IRVING FISHER, Professor of Economics, Yale University

THREE is much confusion in the minds of people about the causes of the present depression. A banker friend of mine expressed the view of some when he exclaimed, "The depression is beyond me! I don't know what keeps it going." I might have told him that the banking fraternity are largely responsible for the boom, the crash, and the continuing depression, but the statement of this truth would probably have created more heat than light in his mind.

The most commonly accepted explanation is "overproduction." An astonishing number are able to believe that the increased productivity brought about by power machinery and improved methods and organization has actually created more goods than can be consumed. Others are equally positive that "underconsumption" is the real cause, which has the appearance of "overproduction" because quantities of unconsumed goods are unsold and unsaleable at prevailing prices altho the underfed, underclothed, underhoused, underwarmed, underpaid, underrammed multitudes would gladly consume more goods and services than exist or can be produced. The difficulty as they explain is to get money or credit with which to *buy* the goods. It is easy to demonstrate that what is glibly called "overproduction" is really "underproduction." Unsold goods accumulate because would-be consumers lack the money to buy the goods they need. They lack the power to buy these goods, because they have neither goods nor money to exchange for them. They are either unemployed, in whole or in part, or they are inefficiently employed. The way out of depression and unemployment is not by way of curtailed production which, to be sure, diminishes the quantity of goods, but diminishes employment proportionately or more. So-called "overproduction" always has been and must be overcome by increasing production and employment, not by decreasing them. The term "underproduction" describes this condition more accurately than "overproduction."

Moralists and some economists lay the whole blame for booms and crashes in business to "overconsumption." These persons hold that the mad chase after material pleasures has led people of all classes to buy recklessly with no regard to their ability to pay, or the effect of their consumption upon the well-being of themselves or others. This leads to reckless expansion of productive enterprises, followed by inevitable collapse, distress, and depression.

Each of these "explanations" are true enough but they do not explain enough. In fact "overproduction," "underconsumption," "underproduction," and "overconsumption," are only different

In the present fog of our economic life the efforts of most of us to teach sound economic procedure merely result in making more mist. Professor Fisher in the accompanying article is placing before the readers of *AGRICULTURAL EDUCATION* a sound method of approach in dealing with the present economic problems. For those readers who wish to continue a study of Doctor Fisher's suggestions, his recent volume, "The Money Illusion," published by The Adelphi Company, New York City, will be found helpful.

—A. K. G.

names for the same aspect of depression. They are mere symptoms and not causes.

The term which, in my judgment, best epitomizes the manifold causes and results of business booms, prosperity, crashes, and depressions is "debts." The expansion and contraction of debts determines and measures accurately the upswing of the boom period and the downswing of the crash period. The upswing and downswing of debts and of business are affected by a multitude of forces and factors, but the great, fundamental force which, more than any or all other forces, swings the giant seesaw of business up and down is the money power. And the power of the money power is multiplied a hundredfold by credit—another name for debts. One of my associates has said: "Money makes the mare go, but credit makes the money go."



Dr. Irving Fisher

Profits usually imply debts; for it is thru debts that most enterprises are financed, whether it be a modest business like a farm, or a mammoth affair like the United States Steel Corporation.

In a boom, "money," that is credit

(debt), is plentiful and active; prices rise; consumers buy freely; producers and distributors expand their plants; everything is lovely and "the goose hangs high." It is in this time of over-optimism that borrowers become over-eager, bankers become reckless, producers build plants all over the lot, while wages boom skyward in pursuit of rocketing costs of living.

All this may be expressed in simple terms. The value of the dollar shrinks, just as the mark shrunk in Germany in 1922 and 1923. Shrinking dollars is merely another name for swelling prices. Men are loosed with the poison of what I have called "the money illusion." Because they sell things for more dollars than they paid for these things, they think they are "making money." In reality they are only making dollars. Quite likely, after complicated and laborious transactions, the increased number of dollars acquired may be worth less than the smaller number first invested.

After a time some men get tired or scared of this game of "making money." Their dollar incomes have increased greatly and so have their debts, but the buying power of their incomes has increased much less. Consumption falls off, credits (debts) are canceled, prices waver and fall, production slackens, and the business crisis or crash is on.

In a depression debts swell and so eat up profits. The more or less illusory profits of prosperity become the very real losses of adversity. When profits are eaten up, the profit taker becomes a loss taker. He slows down industry and discharges workmen and so hastens the slump. The changing dollar is at bottom the fundamental cause of both booms and slumps. For the dollar is addicted to changing its size without notice. And here is the answer to the banker's question. A dollar is simply a measure or yardstick of purchasing power. Most people, including my friend the banker, I fear, have the "money illusion"—the notion that a dollar is a dollar, the same yesterday, today, and forever. Unfortunately this is the reverse of the truth. The dollar is not like the yardstick, or the bushel basket. These measures are standardized by the government. Suppose, for a moment, that they were not. How would you, as a farmer, like an elastic bushel basket! You sell 1,000 bushels, and when you make delivery you find that your basket has stretched so you have to deliver 1,500 bushels as measured by the standard bushel when you contracted to sell! This is exactly what has happened to the "money bushel basket" in the last six years. The dollar today will buy, at wholesale, as much as \$1.52 would buy in 1925.

An increase in the buying power of the dollar is bad. It may be good for

fortunate creditors but it is bad for people in general, and for farmers in particular. When the dollar swells the debtor has to pay more than he bargained for. If it shrinks the creditor is cheated.

In 1925, Great Britain agreed to pay the United States \$4,600,000,000. Since then she has paid over one billion in interest and 175 million on the principal. Today she owes us more, not less, than she did before she started to pay. Measured by the 1925 dollar she now owes us about \$6,700,000,000 instead of \$4,425,000,000 as stated in terms of 1931 dollars.

To say the dollar is dearer, means that the general level of prices is lower. Lowering of prices in general is not due to fluctuation of commodities. Commodities cannot fluctuate up and down in unison. Left to themselves, some go lower and some higher, while the general average changes but little. If all commodities, on the average, go lower, it is due to changes in the value of money, not of commodities as such. It takes two things to make a price, a commodity and money. Money enters into every price. Hence the transcendent importance of money. A change in the size of the value unit, the dollar, is vastly more important than a proportionate change in all physical units of measure—the foot, yard, rod, acre, quart, gallon, bushel, pound, ton, kilowatt, and so forth.

I do not mean that a dollar should buy the same amount every year of wheat, of wall paper, of apples, of carpets, of hay, of candy, or of hogs. If wheat is scarce, wheat ought to cost *more*, but not every other goods. If apples are abundant *they* ought to cost *less*, but not hats which may be scarce. The budget for all these and the hundred other common things in home and office—beef, typewriters, shoes, electric bulbs, thread—the cost of the general budget will not vary substantially *so long as the money unit does not vary*. But it does vary—both up and down, hurting sometimes the creditor and sometimes the debtor. Any wide fluctuation in prices hurts the country as a whole and brings the private profit system under just condemnation. Unless these disastrous variations are controlled they will cause the whole price-profit system to be thrown into the discard.

Why the depression? Because at this time, for various reasons, of which the ugliest is the World War, all peoples are crushed by an unprecedented burden of debts which they are trying to cancel by payment or by default, complete or partial. Some of us can't pay our debts without selling securities, commodities, or land which we pledged, or mortgaged, for the debt. Indeed, so many of us have to sell out, or be sold out, that prices of securities and goods are forced lower and lower. Thereupon many others, seeing their securities thus dwindling in value, get scared and sell frenziedly, thus forcing prices still lower. You *have* to sell just when prices are *low* and you *want* to buy. That kind of selling is called "distress-selling." Distress-selling seems almost to repeal the laws of supply and demand. Normally you sell because supply and demand offers you an attractive price. In depression you sell for the opposite reason. Not the attraction of high prices but the com-

pulsion of low prices makes you sell.

Low and falling prices mean monetary deflation. Dollars are too few and too sluggish to enable the volume of business to be transacted at the former price level. Banks fail and then millions of people get scared and draw money from the banks, not to use but to hoard. Hoarding makes deflation all the worse—it takes money (including bank credit) out of circulation, makes money still scarcer, and forces prices still lower.

This, in a very brief and sketchy way, is the story of depression. It might be called the story of the three "D's": Debts; Distress-Selling; Deflation.

And Depression is the total result. For when prices in general are falling, that is, dollars are swelling, profits decline and vanish. Merchants fail. Farmers fail. Mortgages are foreclosed. Men are thrown out of work. Bread lines form. Germany skirts bankruptcy. Great Britain goes off the gold standard. Scandinavia follows, France gets scared and demands more gold and more "security."

Fortunately the hoarded money is now beginning to pour back into circulation. Recovery is, I think, beginning, or about to begin.

The depression could have been avoided or, at least, greatly mitigated and shortened. Had our Federal Reserve System been quick enough, it might have injected fresh currency into the dwindling money stream—just enough to keep the price level reasonably stable at, say, the 1926 level.

How about future depressions? Are they inevitable as Mr. C. E. Mitchell, chairman of the National City Bank, declares? Our banker fatalists are looking backward instead of forward. If we know the cause, we can discover a cure. Not fate but a defective money-banking mechanism brings these business booms and busts. A few skilled money engineers are needed to do for money what was done years ago for the bushel basket.

The problem, however, is not quite so simple for money as for the bushel basket. The bushel basket you can fix once for all, and then forget it; whereas money has to be watched and regulated from year to year. What gives money a fluctuating purchasing power is chiefly scarcity and abundance. If gold money comes from the gold mines too slowly, or too fast, or if paper money comes from the government printing presses too slowly or too fast, its purchasing power changes accordingly—up or down. The same is true of that form of money called "credit," that is, bank checks. When you borrow from a bank and draw checks against your balance you really "make money" just as truly as the banks when they issue bank notes or the United States Government when it issued "greenbacks." It used to be thought that gold dollars regulated the purchasing power of paper dollars and of check dollars, because you could redeem the paper or checks in gold. And this was largely true in the old days when business was on a smaller scale and did not call for big borrowings and expanded debts. In this fast and furious generation, what used to be the tail of the dog is wagging what used to be the dog. About 90 percent of the business of this country is carried on by checks. The swelling and shrinking of credit

overwhelms the shrinking and swelling of gold. So it is not true today that what a gold dollar will buy governs what a check-dollar will buy. It is more nearly true that what a check dollar will buy governs what a gold dollar will buy. But, of course, each influences the other. It is the total supply that counts.

Now the ideal money would be the money that keeps an even flow. By an even flow, I mean a flow that just keeps pace with the changing flow of business, preventing any wide variations in the price level. This perpetual correspondence of paralleled streams of business and money can be achieved by properly regulating the faucets that control the various kinds of money. *The average price level must be kept steady.* As soon as that level begins to decline the money and credit faucets should be operated to counterbalance or equalize the change. These faucets, when not watched, operate lawlessly as is evidenced today in production and in the commodity and stock markets. All that is required is the perfecting of controls already in existence, including the Federal Reserve Banking System. A bill for the purpose is about to be offered to Congress by the Farm Bureau Federation. The Federation called in the help of those money-mechanics, called economists, including myself. The bill should command the intelligent interest of farmers, industrialists, and all who wish to keep America from rushing to radical panaceas which will be disastrous. This measure, in my opinion, offers the greatest reform of the century.

Research Discussed at A. V. A. Convention

H. M. HAMLIN, Chairman,
Research Committee, Agricultural Section,
American Vocational Association

RESEARCH in agricultural education came in for an unusual amount of attention at this year's convention of the American Vocational Association.

A half-day meeting called by the Committee on Research of the Agricultural Section for persons especially interested in research was held on Wednesday afternoon, December 9. Discussion concerned the functions of state, regional, and national committees on research; the dissemination of research findings; increasing the amount and improving the quality of our research; securing additional time and money for research.

At later meetings of the research committee the conclusions of Wednesday afternoon's meetings were worked over into a program for the coming year, which was presented along with a report of the year past at the Saturday forenoon meeting of the Agriculture Section. The general statement of the national research committee regarding the plan under which it is operating follows:

1. It is not the function of the committee to conduct research but to:
 - (a) Stimulate research.
 - (b) Suggest profitable types of research.
 - (c) Co-ordinate research.
 - (d) Assist in disseminating research findings.
 - (e) Assist in providing facilities for evaluating and criticizing research methods and results.
2. The committee is interested in the

development of adequate regional and state programs for research. It has, however, no standard pattern for such programs. It hopes for the co-operation of regional and state groups. It wishes to serve them in every possible way. It has no desire to dominate them.

3. The committee believes that the principal burden of research in agricultural education in the United States must fall on the land-grant institutions. It urges that every such institution recognize its responsibility in this regard by providing definitely in its budget for research in this field.

4. The committee is undertaking, as one of its principal projects for the coming year, the assembling and interpreting of the existing research in agricultural education. It asks the co-operation of all concerned in supplying its representatives with reports of this research.

5. The committee has also accepted the responsibility of assisting the research editors of *Agricultural Education* in collecting and preparing for publication in the magazine reports of studies to be released during the coming year.

6. The committee plans to hold a half-day session on the first day of next year's convention for members of the national, regional, and state committee and other persons interested in doing research. It favors similar special meetings for research workers at the regional conferences.

7. The committee urges the closest possible integration of the research program in agricultural education with programs of research under way in agriculture and in general education.

8. The committee suggests that, while we continue the necessary service studies which have largely constituted our research programs of the past, we turn some of our attention to more fundamental issues.

9. The co-operation of the entire profession is sought in the prosecution of the work of the committee. Administrators, teacher trainers, and teachers may help by:

- (a) Suggesting problems for research.
- (b) Assisting in providing research facilities and in gathering data.
- (c) Interpreting, criticizing, and applying research findings.

Suggestions for the work of the committee are sought from every source.

The committee was able to report substantial progress during the past year. Regional committees have been set up with members from each state in the regions which did not have them. Many states now have state organizations and programs which are integrated with the regional research programs. Important studies of our needs for research and of our facilities for research were completed during the year by Dr. F. W. Lathrop, specialist in research for the Federal Board for Vocational Education. A two-day regional conference on research was held at Iowa State College in May. Two special research editors have been added to the staff of *Agricultural Education*, Professor E. C. Magill of Virginia and Dr. C. R. Wieseman of South Dakota.

General progress in research in our field was also noted. Dr. Lathrop has found in a study just completed that 120 studies dealing with agricultural education are currently under way. In contrast it was pointed out on the basis

of reports of the Federal Board for Vocational Education that from 1916 to 1920 the number of studies produced annually ranged from 1 to 4; from 1921 to 1925 the range was from 4 to 21 per year; from 1926 to 1930 the range was from 20 to 51 per year.

Improvement in the quality of our research was also noted. There has recently been a decided increase in the number of persons in our field who have prepared for research thru taking work leading to the doctor's degree.

The increasing attention to research given by the Federal Board for Vocational Education under the leadership of Dr. F. W. Lathrop was suggested as another factor in improving the research situation.

Reports of research developments in each of the regions were given by the regional representatives on the national committee: L. D. Klemmedson of the Pacific Region, John T. Wheeler of the Southern Region, W. F. Stewart of the North Central Region, and R. M. Stewart of the North Atlantic Region.

The committee was continued with its present chairman and its present representative from the Federal Board, Dr. Lathrop. Regional representatives are elected at the regional conferences. Dr. Ray Fife, chairman of the agricultural section, urged that the regions return their present representatives.

Z. M. Smith Resigns as Secretary A. V. A.

AFTER several years of faithful and efficient service as secretary of the American Vocational Association, Dr. Z. M. Smith, state supervisor of agricultural education for Indiana, resigned his post at the New York meeting.

During Dr. Smith's term of office, the association membership has tremendously increased and the influence of the body has correspondingly multiplied. Much of this growth has been due to Dr. Smith's tireless efforts as secretary.

Mr. C. M. Miller, state director of vocational education for Kansas, succeeds Dr. Smith as permanent secretary of the A. V. A. Mr. Miller is the past president of the association and is thus familiar with its activities. He is assured of the same support given the former secretary.

Wesley A. O'Leary Elected A. V. A. President

WESLEY A. O'LEARY, deputy state commissioner of education, Trenton, New Jersey, was unanimously elected as president of the American Vocational Association for the coming year.

Mr. O'Leary has been an active member of the association since its inception and was a member of the parent organization. His ability as an organizer is well known; this, with his pleasing personality, assures the A. V. A. of another successful year.

A. V. A. to Kansas City

The American Vocational Association will hold its 1932 annual convention in Kansas City, Missouri. The date for the meeting has not yet been determined. Efforts are being made to schedule it either just preceding or just at the close of the American Royal Livestock Show and the conventions of the F. F. A. and vocational agriculture students.

Policies in Relation to Teaching Marketing of Farm Commodities in Vocational Schools

[A committee report presented at the New York A. V. A.]

IN STUDYING the data and opinions presented by speakers on social and economic trends in American life in relation to vocational education in agriculture, the committee is keenly mindful of the complexity of the problems involved and the responsibility of the public schools in pursuing sound educational policies.

Your committee has given careful thought to the various aspects of these problems and respectfully recommends for your deliberation the following principles and policies:

(1) Any consideration of these problems must be predicated upon:

(a) The fact that vocational education in agriculture is an integral part of the public school system.

(b) That the organization, content of instruction, and methods of teaching should be built primarily on local needs and activities.

(c) That such content of teaching should be the outcome of scientific investigation, sound interpretation of unbiased facts, tested experience when available, and recommendations of local advisory boards.

(2) Activities of teachers of agriculture in day and evening classes should focus on the development of managerial ability in effecting low production costs, balancing production to market requirements, making wise business decisions in selecting and supporting both co-operative and private marketing agencies, and in making intelligent application of economic principles and trends affecting farm organization and marketing.

(3) It is the responsibility of state and national agricultural education services to assist teachers of agriculture thru conferences, publications, and teacher training to make analyses of local needs, assemble and evaluate scientific data, and to formulate effective courses of instruction. Inasmuch as the vocational education services are not economic research agencies they are dependent upon counsel from research divisions of public and private agencies in obtaining the necessary principles and data for marketing instruction.

Any attempt on the part of the public, co-operative, or private agencies to use the public schools for furthering special schemes, interests, or policies will thwart a basic principle of education. All such attempts to lower the professional services of the public schools must be forbidden in the interests of sound public policy.

(4) Inasmuch as effective instruction in marketing is dependent upon the ability of teachers of agriculture to organize effective teaching programs, it is urgently recommended that they be assisted in:

(a) Clarifying their relationship with boards of education, private enterprise, and co-operative agencies in accordance with the foregoing policies.

(b) Using source material and the outcome of scientific research.

(c) Providing such student and farmer activities as may develop sound

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Methods



Aims and Objectives of the High School Course in Vocational Agriculture

G. E. FREEMAN, Asst. State Supervisor of Vocational Agriculture, Tennessee

THE primary aim of vocational agricultural education is to train present and prospective farmers for proficiency in farming.

In order to be proficient, a farmer must possess 27 abilities, according to the list of abilities set up at the Southern Regional Conference of Vocational Agricultural Workers in April last year. These are grouped under six main heads as follows: Soil; production; farm organization; marketing; capital and investment; and the sociological. The development of the abilities listed under each of the above headings becomes the immediate objective of our instruction in vocational agriculture.

In the case of production, the abilities desired are:

1. The ability to select most economical practices in crop and livestock production.
2. The ability to produce and handle livestock economically.
3. The ability to select, produce, and utilize suitable food crops for the farm family.
4. The ability to produce crops of desired quality according to market demands.
5. The ability to produce livestock and livestock products of desired quality according to market demands.
6. The ability to use and keep up machinery and power equipment best suited to the farm organization.

The above list is not exhaustive, but it does include those points considered necessary by us for training in efficient production. Having established a definite aim and specific objectives, our task is to determine materials, methods, and devices best suited to the development of those essential abilities.

It might seem that, the necessary abilities having been isolated, it would be a simple task to work out a uniform course having the development of these abilities as its purpose. The second ability mentioned under production is that of producing and handling livestock economically. If we assume that livestock can be produced and handled economically in the same manner throughout the state, we can set up a uniform course covering this ability; but a boy would then be required to study all conditions and all kinds of livestock in the state. This is not essential. There are dairy farmers in the vicinity of this city who possess very little or no ability in the economical production of beef cattle or horses, and as long as they are strictly dairy farmers we cannot develop in them the ability to produce and handle horses economically, since the development of an ability requires participation.

Participation is one of the essentials

of any vocational training; hence it is probably impossible to develop an ability in a farmer or farm boy where there is no opportunity to participate or willingness on his part to do so. The time we have charge of the boy would not be sufficient to develop this ability alone, even tho he could participate in the handling and production of all kinds of livestock. It has also been pretty well established that livestock cannot be produced and handled economically in all sections of the state, nor on all of the farms of the same section.

Our final report for the past year shows that boys in the state carried on a total of 63 different livestock and crop enterprises. Probably no farm in the state confines its activities to the initiation and advancement of only one of these enterprises and certainly no practical farmer carries on all of them. It is apparent that it is not only unnecessary but impossible to develop in any one individual the ability to produce and handle economically all types of livestock and crops grown in the state.

The ability to handle and produce livestock economically then, as far as the individual is concerned, does not mean the handling and production of all livestock. If we accept this, we must determine what crops and what livestock we should develop the ability to produce economically.

There are two factors to be taken into consideration in attempting to solve the problem. First, in what crops and animals is there opportunity for participation in the student's community? Second, with what crops and animals is he likely to deal?

Of the 63 different enterprises engaged in by students of vocational agriculture last year, the average farmer will select a few of the crops and animals listed and combine them into a farm business. These various combinations are referred to as *types of farming*. These types are as different as civil and electrical engineering. Farming is a general term covering many different types of business and these various types become the basis of our courses of instruction and determine the extent to which we try to develop the 27 abilities.

If we can determine the principal types of farming practiced in any community, we have some idea as to the type the student is likely to follow and rather definite information regarding the opportunities for participation. In order to determine the types of farming and the opportunities for participation every teacher of vocational agriculture in the state is required to make a detailed survey of a minimum of 50 farms of his community and tabulate and

chart the results. The material thus collected becomes the basis for study for the first few months of the freshman course. During this time, we make an economic study of the farming of the community, including the various types found, marketing practices and conditions, price trends, agricultural outlook for products of the community, yields, and opportunities found for the various types of farming. These findings are compared with similar data for the county and state. Thru all of this we are leading the boy to select intelligently the type of farming he expects to follow.

When the boy has decided upon the type, we have as definite information as we can secure concerning the crops and animals with which he is likely to deal. Our *aim* for that individual is to train him for proficiency in the type of farming he chooses. Our *objective* is to develop these 27 abilities to the extent needed by him in the successful conduct of the type of farming he selects. As long as we hold to this aim for the individual there can be no uniform course for all of the boys in the state nor yet for all boys in the same class. It becomes largely a matter of individual instruction.

The supervised practice program carried by the student is paralleled by the course of study he pursues, so that study and participation go hand in hand.

This discussion is limited to the work done with the high school boy, but the aim of vocational education in agriculture is to train present and prospective farmers for proficiency in farming, in conformity with the national law under which we operate. Consequently, it is necessary to do work outside the day school. The work with adult farmers is carried on in evening schools. It may interest the reader to know that 6,169 farmers were enrolled in these classes last year, and that this number exceeds that of boys enrolled in vocational agriculture in the high schools of the state.

The abilities which we try to develop in the day students are also a basis for instruction in evening classes, except that in any one evening class the work is confined to the development of a specific group of abilities.

Handy Poultry Disease Manual, Dr. G. H. Conn, Poultry Tribune, Mount Morris, Illinois, price 75 cents. Paper covered pamphlet of 95 pages, well illustrated, setting forth causes, symptoms, and suggestions for treatment. Fifteen chapters plus disease diagnosis chart, adequate feed chart, and addresses of state veterinary departments.—A. P. D.

Improving Room Appearance

J. O. NEWCOMER,
Tiskilwa, Illinois

JOHN, will you bring those pictures out of that drawer so that we can see what the ideal Guernsey cow should look like?"

John brings the picture and he finds that instead of the ideal Guernsey cow there is just a part of it; the mice have been in the drawer and ruined the picture. You resolve at once that you will get rid of the mice and also fix the drawer to safeguard the rest. Would you be interested in a better method of keeping the pictures which will cost but very little and which will also enable the boys to help you? This makes them feel that they have a part in the work and therefore take more interest in the pictures themselves. If you would, read on.

Framing Pictures

The teacher presents the idea of framing the pictures for the Ag room as a class project for the boys in farm shop. Then the making of the picture frame may be listed as one of the optional jobs in woodwork and cutting the glass may be offered as an optional job in glazing, while painting or staining the frame may be one of the optional jobs in painting. If you have the boys working in groups in the shop, some of them will do their jobs in woodwork before they take up glazing or another group may take up glazing before that in woodwork. In either case the student gets ready for his optional job that pertains to picture framing. He must choose the picture he is going to frame and use that size for both the frame and the glass.

Those of you who are familiar with the cost of framing pictures will begin to wonder how this can be financed. The teacher and the boys make it a point to save all of the broken window glass that is in pieces large enough that may be of use. Incidentally, some of them are large enough for a good-size picture. For the frames, instead of using regular picture frame material which costs from 12 cents up per foot wholesale, you may buy some ordinary molding already grooved at the lumber yard (you may have to plane the bottom and back for small pictures) for from one to two cents per running foot.

Sources of Pictures

There are many places that very good pictures pertaining to agriculture can be obtained by merely asking for

them. You do not even have to send postage. Most departments have pictures of representative animals of the various breeds that can be obtained from the various breed associations, and those who have not taken advantage of this opportunity should do so. It not only adds to the appearance of the room but also keeps the best type of animals before the boys in your classes.

The Poultry Tribune at Mt. Morris, Illinois, has a wonderful set of 60 colored pictures (8½ x 11½) of the various breeds and varieties of poultry that may be obtained by getting a number of subscriptions to the magazine or that can be purchased for \$1.50.

The International Harvester Company has a series of colored pictures on the development of the reaper that may be framed in series with pleasing results. They also have some good photos showing seed bed preparation.

The Farm Journal will furnish a picture of the common barn owl that may be framed and used in the Future Farmer ritual for those who are not fortunate enough to have one that is mounted.

Often there is a good photograph appearing in a magazine as part of an advertisement that the advertiser will gladly send upon request. Occasionally you will find pictures with articles or stories that you can use directly. For example, the March, 1931, number of The Country Gentleman had several colored reproductions of paintings which we cut out, mounted on manila drawing paper, and placed in black frames which are surprisingly attractive.

Agricultural Leaders

An idea which we are trying to carry out in our department is to have pictures of some of the agricultural leaders of the past and present. Pictures of Washington and Jefferson may be obtained from Swift and Company already framed, if you will just ask for them. In addition to these we have an autographed copy of Arthur M. Hyde, Secretary of Agriculture, several of the deans of agricultural colleges, editors of agricultural periodicals, and have requested others that have been promised.

If you are fortunate enough to have a student who is handy with a lettering pen have him make a copy of the "Creed of a Future Farmer" on a large piece of cardboard or wallboard. It will help the boys to learn the creed and is at hand to refer to at any time.

Trophy Cabinet

In the course of nine years of experience, our department has collected a few ribbons and banners in judging work. These were hanging about the room and were beginning to get dirty and moth-eaten and so we decided to protect them as well as the pictures. We found two glass doors in the store-room at the high school building that were not being used. These doors were about 4 x 3 feet. We made a frame 4 x 6 feet and 4 inches deep, covered the back with wallboard, and hung the two doors on this frame. Then the cabinet was stained and varnished and we had an attractive as well as a safe place for our trophies.

In conclusion, let me say that there are many and various ways of improving our work and the appearance of our room in which we work but I question whether there is anything which you and your boys will enjoy more and the results be as permanent as getting some good pictures on the walls.

Leadership Program Under Way in Iowa

BARTON MORGAN,
Iowa State College

THE initial step in developing a leadership program in Iowa was taken last spring when a leadership congress was held in conjunction with the judging contests. The results of this meeting encouraged those who sponsored it to go ahead with the program.

A tentative plan was worked out by representatives of the State Department of Vocational Education and the teacher training department of Iowa State College. The tentative plan was submitted to a group of teachers of vocational agriculture at their state conference in July. These teachers were enthusiastic about the program and offered many useful suggestions. From the tentative plan and the suggestions of the teachers, the present plan took form.

The plan calls for a boys' meeting at the time of the one-day conference of vocational agriculture teachers in the five districts of the state. These meetings are held the latter part of September and the early part of October on five consecutive Mondays. Each teacher is requested to bring one or two boys who show promise of becoming leaders.

At the district meeting the plan for developing qualities of leadership is explained to the boys and they are given a chance to decide whether they will or will not undertake to follow out the plan. It might be of interest to note that out of 170 boys attending the five conferences, 152 voted to undertake the work; 7 were undecided; and 11 voted "No." Of the two latter groups, a large percentage were local boys who were not so carefully selected.

The Iowa plan is based upon the assumption that leadership is largely a matter of possessing certain personal qualities. In order that the student may develop these qualities, an eight-page booklet was published which gives inspirational material and rules for developing qualities of leadership. The contents of this booklet are: (1) Why be a leader in rural life and agriculture? (2) Possibility of developing qualities

(Continued on page 144)





Evening Schools



Evening School Improves Egg Marketing

A. C. CASEY, Teacher of Agriculture, Denison, Texas

THE first evening school that I conducted after coming to teach vocational agriculture in the Denison High School was on egg production. Conditions were favorable for this school and during the next five years of the follow-up work a great deal of interest was created in the production of table and hatching eggs. Commercial organizations and service clubs joined in the work and developments came fast. Good prices on strong, brisk markets made conditions favorable to the industry and development rapidly spread from the strictly rural to the suburban farms where many commercial farms sprang up. In time a large hatchery was added to the industries of the town and the increase in the number of standard bred hens, as well as improved housing and feeding practices, exceeded the expectations of the most optimistic community boosters.

Five years later found conditions of the market reversed. In September, 1930, with eggs plentiful locally and the markets over the country dull and flooded with eggs, prices soon dropped to a level unthought of in the previous years. To make matters worse the price of feed had not followed the decline in eggs and the other expenses of production were still at a high level. During the preceding years I had visited the farms of practically all of the producers and had on numerous occasions talked over market problems with the owners. It was natural, therefore, that they should come seeking advice and information about the marketing situation. A few of these visits from the producers gave me the idea of teaching an evening school on Marketing Eggs.

I frankly confess that my personal knowledge of co-operative marketing had been gained from such efforts that had not survived for any length of time, and the history of the "co-op" revealed that failures were numerous. The literature available at that time did not, in my opinion, give the producers the information that they needed and my efforts to secure the assistance of a man who was qualified to bring the desired information had convinced me that we could not stand the expense. These facts had made it very clear that if a school on marketing was to bring relief to the producers that it was strictly up to me to work out a plan. Therefore, feeling my need of assistance rather keenly, in addition to the following steps in the methods of all well regulated evening



A. C. Casey

schools, I added the regular use of committees appointed from time to time selected by the members from their own ranks. I consider that this was the keynote to the best and the most successful evening school that I have ever conducted.

Following this plan from the beginning I called in the men who had asked for assistance and laid the plans for an evening school before them—rather we worked it out as if the men themselves were developing the idea. The various lesson topics were worked into place one at a time with the organization of a marketing club as the last on the list. These men knew that some action was absolutely necessary and were reluctant to see the matter extend over a period of weeks but after considering the matter from every angle they saw the wisdom of being cautious in starting the marketing of eggs, and they readily agreed to be patient and use their influence in getting the same course adopted at the first meeting of the group. At times it was difficult to keep the group from discussing the organization of an association, but the committee assisted in steering straight down the course and avoiding such discussions until their time occurred on the program.

At most of the meetings we had some committee report to hear, the committee in most instances being appointed the week before to gain information on the topic that would be discussed at this meeting. These committees were temporary and when their reports were made the committees were dismissed. However, we used two committees on attendance and marketing permanently. The committee on marketing did the outstanding work of the entire school, and deserves special attention.

It was learned, thru investigation, that a successful egg marketing association was functioning in a town some five hundred miles away, and an effort was made to get a representative of that body to bring us information. This, it developed, was not possible and there was no way to learn of the work in question other than send someone to make that study. In co-operation with a railroad company who provided transportation, the members of the class raised the necessary expenses and sent the teacher to make a week's study of the working of the "co-op" in question. They later paid the expenses of a member of the "all-day class" to go work in this plant for 10 days where he was taught the grading, handling, packing, and so forth.

After this boy returned we immediately began a discussion of the actual marketing problem, a discussion which extended over several more weeks. We met twice a week during this time as the members were anxious to get to-

gether and asked for more frequent meetings. A sign-up campaign was fostered by the members themselves and in a short time more than twelve thousand hens were on contract to market thru the association just formed.

A place of business was secured and one of the members of the "all-day" class, who had been schooled, was placed in charge of the candling and grading. On January 26, 1931, the place was opened for business. All rules and regulations worked out during the evening school were strictly enforced and all eggs sold on grade. During the first six months more than two thousand cases of eggs were handled by the association.

Let me summarize the work of this evening school:

First: There was a recognized, immediate need on the part of the producers and they wanted the school.

Second: Some of the key farmers were consulted and their co-operation for holding the school was secured in advance. Plans for securing an interest on the part of others worked out. This co-operation when obtained offset in any case a possible lack of information on the part of the teacher.

Third: The series of lesson topics was drawn from the first meeting and listed in order which was suggested by the members, but care was taken to shove the organization of an association to the foot of the list.

Fourth: Exhaustive preparation of material was followed for each lesson and this information given as a supplement to that furnished by the class members.

Fifth: Committees appointed from the group were constantly used to seek local information on the various topics. This method worked in a large part of the class and resulted in very active thought and action on their part.

Sixth: Very little use was made of outside talent. When such people were used they were told exactly what we wanted them to discuss and they were asked to steer clear of any other topics. We also set a short time limit on these speakers. It is not necessary to say that we started and ended on time at each meeting.

Seventh: We did not end the school when the adopted series of lessons was finished but extended the time until our problem was solved.

Thirty Orland, California, high school Future Farmers cleared \$175 in premium money at the district fair this year with 45 hogs, 14 sheep, and 9 dairy calves.

Future Farmers in Stanislaus County, California, are taking an active part in an essay contest conducted by the county farm bureau on "Why Farmers Should Join the Farm Bureau."

Rocked in the Cradle

W. P. BEARD,
Pierre, South Dakota

WHEN evening schools were in the cradle stage Harry Halverson rocked one at Egan, South Dakota. This evening school soon got out of the cradle and into the high school auditorium.

The greatest need in this evening school isn't space, however, but an expansion in the faculty as shown by the following paragraph from a letter from Mr. Halverson:

"Farmers' meetings are going about as usual except that there were more than three hundred men at last night's meeting. I was expecting a hundred and fifty. Was so dumfounded I could hardly talk. Four counties were represented, not mentioning three men from Minnesota. Biggest meeting of all men we have ever had. The average attendance so far for seven local meetings is a 155."

Mr. Halverson, of course, can hardly use the conference method with his group but his method is informal and effective. The writer visited this evening school when there were 150 farmers present, a number of them coming as far as 30 miles. Many farmers around Egan have attended this evening school for eight years. I said the method was informal, so is everything else. The farmers greet Mr. Halverson with "Hello, Harry," and he returns the greetings with "Hello, Bill (he knows them all by their nicknames), how are those pigs coming since you are feeding tankage?"

Two of the all-day class handed each farmer a slip of paper as he came in. To the farmer this was his chance to win some small prize at the close of the meeting, while to Mr. Halverson it was a means of checking attendance.

The meeting starts without ceremony. Mr. Halverson gets up in front and it's off. It isn't conference method; it isn't a lecture, just real horse sense applied to farming backed by the latest research data available. Anyone is free to ask questions at any time and they do. The questions are answered in simple terms with ample explanation. Harry will have that question down in his notebook before he goes to bed that night. It won't be more than a month till he is again talking with that farmer on that subject on his farm. The discussion is supported by charts, mimeographed material and illustrations on a blackboard, not to mention frequent pithy stories. Mr. Halverson is very adept at illustrations, both diagrammatic and narrative. The farmers also know that he can do everything he is recommending and that he knows whereof he speaks.

After the meeting a lunch is served by the boys of the all-day class. This is financed by everyone's "chipping in." Following lunch the gym is freely used for basketball and volley ball.

At one meeting each year the ladies are invited and a more substantial lunch is in evidence. This meeting usually closes with someone making a speech of appreciation and handing the instructor a fitting present.

As to supervised practice, a ride thru the Egan territory is the best indicator. Mr. Halverson has an informal method in this too. Alfalfa or sweet clover on nearly every farm and the McLean County system on a large percentage of

them is ample evidence of supervision and practice. There is hardly a farm within a radius of 20 miles of Egan on which Mr. Halverson has not had some influence on the practices and many farms beyond that have been benefited from his contacts.

Often farmers with special problems almost turn their herds over to him. A local feed salesman sold more protein supplement in a week after a meeting on balancing rations than he had sold in two months before.

When the recent legislature was in session and a bill was pending which would have seriously crippled this and other consolidated schools a petition carrying practically all the names of taxpayers in the district was sent to the senator from that county. Superintendent Knudtson said, "It would have been easy to have gotten over 100 more in the vicinity had it been that necessary." By the way, the superintendent attended the evening school regularly. Mr. Knudtson has moved to a bigger school. Then later a group of farmers visited the school board in session and asked for a 10 percent reduction in all teachers' salaries except that of the agriculture teacher.

In view of all this you would hardly expect the following was a part of a letter from the agriculture teacher:

"I was interested to note in the news letter how many of the boys are putting over the evening school work. I can see where the small group under a study and discussion system will get better results than my method does. Really feel kind of discouraged with my evening school when I read reports of what the other fellows are doing. But in my case it's like getting married—started something in haste and—oh, well, somehow or other we'll have to carry on, things just seem to break that way."

Using Agricultural Outlook Information in Evening Schools

E. R. ALEXANDER,
College Station, Texas

THE following procedure for the use of agricultural outlook and other agricultural economic information has been worked out by the staff of the Department of Agricultural Education for Texas teachers of vocational agriculture. This procedure is a part of a department service bulletin which includes a classification of outlook charts under such headings as: Selecting the Most Profitable Combination of Enterprises; Marketing Plant Products; Marketing Animal Products; Feeding Livestock and Poultry; and so forth.

Suggested Procedure

1. Raise question as to the necessity for reducing cotton acreage.

2. Lead group thru a consideration of data on production, consumption, and carry-over of cotton in the United States and the world to agree that cotton acreage should be reduced in 1932.

3. Lead group to suggest the use that can be made of the land released from cotton.

(a) To produce a living at home.

(b) To produce agricultural commodities which a consideration of the outlook and local farm conditions indicate may be produced on the home farm with a reasonable chance for profit.

4. List commodities suggested by the farmers.

5. Lead farmers individually to select enterprises best suited to the home farms after considering (1) the outlook, (2) local and home farm conditions for each commodity.

Note 1. In considering local and home farm conditions the farmer must be led to answer the following questions for each commodity or enterprise:

(a) How will the production of this commodity contribute to my living at home program?

(b) Is there a dependable local market for a surplus of the commodity produced as a part of the living at home program?

(c) Is there a dependable local market for the commodity produced as a cash enterprise?

(d) How much capital will I need to produce, harvest (if crop), and market the commodity?

(e) Can I secure this capital at fair rates of interest and for sufficient length of time?

(f) How much labor will be required to produce, harvest (if crop), and market the commodity?

(g) Can my family furnish this labor? If not, can I hire this labor when I need it, and at reasonable prices?

(h) How does the producing, harvesting (if crop), and marketing of this commodity fit into my farm program? That is, will the labor requirements for this enterprise interfere with the labor requirements for other enterprises that I expect to carry on.

(i) How will it affect the fertility of my soil?

(j) How will it contribute to my living at home program?

(k) Do I know enough about the producing, harvesting (if crop), and marketing of this commodity to handle it efficiently? If my training is insufficient, can I secure the necessary assistance?

Note 2: The farmers should be led to form opinions as to the desirability of various enterprises for their home farms as each enterprise is discussed but they should also be led to defer a final decision as to the most favorable combination of enterprises for the home farm until all enterprises suggested have been considered.

6. Raise question as to the problems that members of group are likely to meet as a result of the changes in their farm programs.

7. Lead group to suggest these problems.

Note: Should some of these problems be suggested by the group prior to step 6, the alert teacher will list them on the board at the time they are suggested with the explanation that they will need to be considered in the event that the farmers include the enterprise under consideration as a part of their farm program.

8. Lead group to decide which of these problems should be considered in succeeding meetings.

Note: Use conference method.

(a) To determine the order in which the problems should be considered.

(b) To find a solution to the problems agreed upon.

Two good rules: Be sure to re-subscribe and send in your good stories.



Farm Mechanics



The Curriculum in Farm Mechanics

Suggestions Based on Analysis of Farmer Inquiries at Office of Department of Agricultural Engineering at an A & M College

R. B. FALL, Former Instructor of Vocational Agriculture

THIS article is based on information received from farmers and farm owners without the use of the questionnaire. It is based on data obtained from questions which the farmer asked and which indicate on their part a feeling of a lack of understanding of underlying principles.

Several years ago the writer worked for the maintenance department of the South Dakota Agriculture and Mechanics College. Most of the work being done in and around the office of the Department of Agricultural Engineering. The numbers of inquiries in regard to farm mechanics problems received from farmers and farm owners and the answers returned by those attached to this office aroused a question in the mind of the writer as to why the farmers needed so much of this help. This resulted in a determination to discover, if possible, the reason for these inquiries and their relation to high school farm shop. This paper reviews this particular study which makes up a portion of the author's master's thesis.

The necessary data then, were collected from the letter files in the office of the Department of Agricultural Engineering at this college, the letters comprising about one-fourth year's correspondence being inspected.

A recent check showed that for that particular year, 1,760 inquiries were received. A sampling of these (450) were inspected and classified as follows:

Numbers and percents, by classified groups, of a sample consisting of 450 inquiries taken from those on file at the office of the Agricultural Engineering Department, South Dakota State College, for the year 1928-1929:

Problems	Number of Inquiries	Percent of Inquiries
Explosives	100	22.2
General farm buildings	75	18.66
Farm machinery	72	16.0
Poultry houses	46	10.2
Sanitation	33	7.3
Cement and concrete	32	7.1
Hog houses	27	6.0
Water supply	27	6.0
Silos	21	4.66
Drainage of land	10	2.2
Miscellaneous, such as electricity, farm names, season for cutting trees, and so forth...	7	1.55
	450	99.87

In a way this table shows the relative importance of the different subjects to the farmers, or it may be stated the extent of the lack of his knowledge on these subjects. The nature of the letters is indicated by the items in the table.

These letters were inspected to determine the nature of the inquiry and were checked for frequency according to kind, as near as it was possible at the time.

The items in the table have been arranged in descending order of frequency importance, which is also probably an indication of the importance of the content of the inquiries.

Analysis of Inquiries

The item "Explosives" will be disregarded in our further study because the number of the letters in regard to this material was due to the fact, that beginning about 1924, the explosives sent out by the government were bringing in numerous inquiries. Some of these letters were in regard to the method of obtaining the explosives, some about the way to use them, and some as to the kind of work they would do. Considered in this light, the number is not excessive, especially since a check in 1930 showed some 40 letters on explosives, long after the peak of the cheap explosives business had passed. However, a brief course in explosives might be included in high school work. Enough at least to impress the danger of improper handling.

By this table we find "General Farm Buildings" occupying the most important place, with "Hog and Poultry Houses," combined a good second. The subject of these inquiries constitute what might be called part of the plant and the inquiries were concerned with repair as well as with construction. While many of them are probably too technical for any but a skilled mechanic the majority of both classes are of such a nature that most of the work could be done by "home folks."

"Farm Machinery" is the next most important frequency group. As a title "Farm Machinery" is rather misleading, for the group includes the count of all letters referring to all machinery, tools, and mechanical appliances. One letter asked about the principles of constructing a wool press.

Here again some of the inquiries are concerning matters which are probably too technical for home work, but a large percentage of them were of such nature that they could be used as a basis for a curriculum.

Questions concerning "Sanitation" form the next largest group. While many of them deal with technical matters, it was found that in this group, as in the others, many of the inquiries would not have been necessary if a basic knowledge had prevailed on the farm.

So it is with all of the rest of the items; silos, probably, being the only group of any consequence of which it could be said that the preponderance of evidence is in favor of the "too technical," and only then by reason of the nature of the construction work.

The items under "miscellaneous" were listed to show the nature of the items grouped under the larger heads, "season for cutting trees" and "farm names" were the only ones which might not fit in well under any other head.

It is perhaps desirable to make clear

the difference between Farm Shop and Farm Mechanics. We will define Farm Mechanics as: that part of farm operation which covers a knowledge of the construction of all farm equipment or buildings and the repair of all farm buildings, machinery, appliances, and so forth, which can be done either in the shop or in the open with the tools the average or better farmer will have at hand, it being understood that these tools be more numerous than a hammer and a saw. In fact, the average or better farm should have a variety of tools, probably only stopping short of the more complicated power tools. Farm Shop is but a phase of Farm Mechanics even tho a good many of the manipulative processes of Farm Mechanics may be done in a shop.

This definition is a combination of definitions, or statements on the subject as found in Georgia Education Bulletin No. 18, Minnesota Education Monograph No. 4; Roehl, Federal Board Miscellaneous Bulletin No. 119; Tennessee Bulletin No. 2; the present South Dakota Supervisor, Mr. W. P. Beard, and others, with Farm Mechanics substituted for Farm Shop in order to supply the larger field, knowledge first, then manipulation.

It is also desirable for us to gain a clear idea or definition of the "Farm Mechanics Curriculum." Thus we can say that a Farm Mechanics Curriculum is one which consists of a series of consciously directed training experiences that the high school agricultural departments use for completing and unfolding the knowledge necessary for the ordinary construction and repair of all farm buildings, equipment, machinery, appliances, and so forth, which can be done either in the shop or in the open with the tools the average or better farmer will have at hand.

Conclusions

Considering the data tabulated in the light of a local survey for some local high school the instructor could set up his curriculum so that he would have these phases represented.

1. The frequency of mention of "explosives" is out of proportion to the amount of time a high school agriculture class can devote to mechanics problems. As explained, an unusual situation (government supplies of explosives) brought this about. However, depending on local demands some time in the course could be given to explosives and especially on dangers of improper handling.

2. A course in blue print reading and sketching to fit in with the large number of problems in farm buildings. Poultry houses, hog houses, water supply drainage, farm machinery, and even

cement and concrete. This would be necessary so that the farmer could understand the plans drawn by others and if necessary sketch his own ideas for others to elaborate.

3. It would be necessary to include in the course fundamental principles of construction in different materials as these inquiries form more than one-third of the total reviewed.

4. The setting up and repair of farm machinery would follow, because Farm Machinery inquiries constitute the next largest percent. This would include shop practice in wood and iron and probably enough of belts and rope to furnish a knowledge of the care and repair of belts and the care and use of rope in hitches for different machines.

5. Sanitation and water supply would necessitate some knowledge of laying out a drainage system.

If the curriculum then were set up from the content of this table all of the subjects mentioned above would be included. The present South Dakota state plan covers this material rather thoroly altho it is lacking in detail, more wood-work being given than would be necessary from an informational point of view.

On the other hand, it is well not to lose sight of the fact that a curriculum set-up with these inquiries as a basis would not make a good general curriculum, for, altho most of the basic information needed is included in the problems covered by the inquiries one must not forget local conditions.

In other words, a curriculum based on these inquiries might not be as good as the curriculum in the state plan, because it would have to be based mostly on construction work, and thus many of the repair problems which the state plan covers would not be included in the course.

The analysis of these inquiries indicates a lack of knowledge of the principles of farm mechanics on the farm, and that the farmers are more desirous of receiving information as to "why" than help on manipulation. The recognition that this informational need is beginning to be felt is forcibly brought out by a letter from the Supervisor of Vocational Agriculture for South Dakota in which he makes recommendation as to the division of time; *Information to receive 75 to 80 percent of the total time allotted to farm mechanics.*

These data have shown that the farmers feel the need of information on the basic principles of construction and repair work from which we may infer that too much manipulative and not enough of the reason "why" has been the practice in the past. For that reason Farm Shop is not a good name to use for such a course. Farm Mechanics will better indicate the nature of the course.

The local needs for information should govern the nature of the content of the Farm Mechanics curriculum of any locality. This is shown by the nature of the inquiries analyzed coming from all over the state of South Dakota, and being classified as they are, it follows that they could not well be used to set up a curriculum for any one locality. Then the local needs should be ascertained by the survey method. This is brought out by the results of survey and also by the review of the "Literature on the Subject."

Consequently, this survey of the in-

quiries received by the agricultural engineer's office has presented data which were secured in a different manner than that usually used in collecting such material. While data collected in the usual manner have indicated that the farmers are more desirous of receiving information than they are in being instructed in manipulative processes these data from the office of the Department of Agricultural Engineering serve as a check on these findings. They also show that the proper term for such a course is Farm Mechanics and that the way to build the course is to use a local survey in conjunction with the state plan and to give more time to information on principles than to manipulation.

Applied Farm Mechanics

A. D. CLAUSSEN,
Vocational Agriculture Teacher,
Taylorville, Illinois

TWO years ago the Board of Education turned over the management of a seven-acre tract of land to the agricultural department of our school. The excellent teaching material offered a soils and crops class by such an undertaking is quite generally recognized. However, there are equally desirable teaching opportunities made available for instruction in farm mechanics that I would like to emphasize.

The first practical lesson given the farm mechanics class was that of fence building. This job offered excellent material and incentive for study and practical application for several weeks. The job of plowing was taken up next. Types of plows, their care, repair and adjustments were the central theme of study during this period and the fact that we were preparing for the definite objective of doing a good job of plowing on our "farm," aided greatly in arousing and holding the interest of the class. The most important thing however, was that after having actually adjusted the plow in the field there was no question but that the boys really knew how to make such adjustments on a plow as were necessary to get the best results. Rock phosphate was applied to the soil and this gave an opportunity to motivate the study and adjustment of fertilizer spreaders. The machinery used in preparing the seed, planting, cultivating and harvesting the crop offered the same teaching aids.

The opportunities presented in studying farm implements in the field as a result of the management of this plot of ground has been a very important factor in the effective teaching of farm mechanics in our school.

Motors Prove Interesting

HARRY D. WITT,
Vocational Agriculture Teacher,
Spencer, South Dakota

WITH the great increase in the number of engines and the amount of machinery on farms, it seems that the farm boy of today is confronted with many new complex problems that did not exist a few years ago.

Considering the large amount of capital tied up in machinery on the farm, the teaching of farm motors is without doubt a very important part of the vocational agriculture course.

This year, we decided to give some

work along the line of care and operation of gas motors to the advanced agriculture class. The boys were asked to bring in a gas engine of some sort which they might repair. It happened all selected car motors, so that they all had similar type projects.

To start with, the students were to rely upon their own abilities as much as possible with the instructor remaining in the background. Work consisted of the following jobs: grinding valves, replacing old piston rings, replacing broken crank shafts, fitting bearings, replacing timing gears, repairing carburetors and timers, soldering radiators and putting new wires on ignition systems.

Two students had the initiative to take two old motors and from them build one good one, which, when finished, worked satisfactorily. It is surprising to see the great enthusiasm the students display in doing this type of work.

While the student is not supposed to become a skilled mechanic from this limited amount of experience, yet he will readily grasp the principles of operation of these motors.

It is appalling to see the large amount of machinery that is condemned on farms prematurely. One farmer may use a machine two or three years and it is a total wreck while another farmer will get several times more service largely due to the care the machinery receives.

Modern machinery, with but moderate care, will give years of useful service. So with even this limited experience, these boys certainly will be ahead of the boy who has not taken advantage of his opportunities.

Missouri Teachers Print Job Operations

DUE to the continuous demand for *Job Operations in Farm Mechanics*, published in mimeographed form by Missouri Vocational Teachers Association, this book has now been put on the market in printed form.

Containing detailed directions on 154 fundamental operations in farm mechanics, it has proven valuable as a guide and students' text book in farm shop courses all over the country. The printed edition is of the standard 6 x 9-inch size, is profusely illustrated with over 200 zinc etchings, and is bound securely within sturdy paper covers.

These books may be purchased at the same price as formerly, that is, \$1.50 each when from one to nine are ordered, but at the rate of \$1 each when 10 or more copies are ordered. They are shipped by insured, prepaid parcel post. Check or money order should accompany the order, with the understanding that the purchase price will be refunded if the books are not suited to the needs of the buyer.

Orders should be addressed to Sherman Dickinson, Editor, University of Missouri, Columbia, Missouri.

Agriculture mechanics students at the Ceres, California, Union High School are learning practical farm mechanics, with projects including a cultivator, a farm sled, doubletree, a grindstone frame, a chicken feeder, and pruning ladders.

How Shall We Teach Motors

H. M. BYRAM,
Iowa State College,
Ames, Iowa

SHOULD the unit on farm motors repair and operation be taught by using gas engines and automobiles owned by people in the community or should exercises be arranged using motors which are a part of the permanent shop equipment?

Perhaps in trying to answer this question for themselves vocational agriculture teachers can take a tip from trade teachers. The writer recently visited some classes in automobile repair in public industrial high schools of New York City. He found about thirty boys busily engaged, under the direction of two instructors, in doctoring some automobile motors set on stands permanently fixed to the floor. No automobiles were to be found. The instructor was asked why actual motors in automobiles being used on the streets were not used instead of exercises.

"The garage owners all over this part of the city would raise a howl about unfair competition and many employers would not take on the graduates of our school," was the reply.

The writer recounted his own past experiences in having boys repair corn binders, gas engines, and model T Fords for their neighbors and the interest exhibited by the boys in working on such actual projects, to which the instructor made the following rejoinder:

"If I used motors people would bring in here my boys would be spending most of their time doing little things they already know how to do such as cleaning compression chambers and grinding valves. We would never have a motor in here that had anything radically wrong with it. This way I can do anything to these 'dummy' cars I want to. Where borrowed cars as a rule have only a bad headache I can make these downright sick, and when my boys leave here they know how to repair and adjust motors. They have run up against all the difficulties commonly met because I have 'planted' these difficulties myself."

Asked where he got all his so-called "dummy" motors he replied that he salvaged them from used car markets and garages. "There are plenty of old cars lying around waiting to be buried," he said. The writer visited a number of classes in trade training in this school and in others and found the practice described above to be almost universal for all other trades. One room in which electric wiring was being taught had the appearance of the inside of a five- or six-room house about half built. Boys practiced wiring the "house" in squads of two or three. The instructor would then "jimmy" the connections and send for a boy to do trouble shooting.

The use of motors on the farm has increased greatly and bids fair to grow space in the future. The boy who wishes to succeed at farming *must* be able to care for and operate motors successfully. To provide this training is the vocational agriculture teacher's job. How to get the material to work on is a problem and the question arises as to whether to hunt for actual material needing repairs or to fix up one's own.

Some considerations on both sides of the question may be listed in order to

form a basis for the decision:

Advantages of Securing Community Jobs

1. Helps to sell the vocational agriculture department to the community if the work is well done.
2. The work may be more interesting to the boys.
3. Provides a chance to try out the motor after it is finished to determine whether it will work on the job.
4. Cuts costs for the school district: less equipment needed.
5. Better utilization of space in shop possible when teaching other units.

Advantages of Using Permanent Motor Equipment for Jobs

1. Instructor can more easily make sure all jobs will be taught.
2. Jobs can be taught in proper sequence—in order of difficulty.
3. Plans can be made in advance more easily and can be made better.
4. Rotation plan can be followed.
5. Community dissatisfaction or criticism may be avoided.

Altho the writer is of the opinion that either of the above methods may be used successfully in teaching the farm motor unit, with careful planning on the part of the teacher the suggestion is offered that shop teachers weigh carefully the above considerations underlying the use of these methods in the light of the conditions existing in their communities.

Boys Keep Their Own Shop Records

D. E. HEYWOOD,
Teacher of Agriculture,
Snowflake, Arizona

THE keeping of records is probably the most difficult thing shop teachers have to do. The system which I am now using might be improved in several ways, and it certainly can be varied in many ways. But it is working for me, and so I wish to pass it on for what it might be worth to others.

The idea from which I developed my system came to me in a garage. The mechanic who had just worked on my car filled out a job ticket and handed it in at the office window. I thought, "Why not have each boy fill out a job ticket for each day's work?" It would give both me and each boy a chance to check on the use of time. And that would be quite an item when twenty or thirty boys were working at once.

In the agriculture department there happened to be a 3 x 5 card index file which I utilized by writing each boy's name on an index card and placing these alphabetically in the file. Then I mimeographed what we call "Shop Time Slips" (shown below). After every shop period

each boy fills out one of these slips and drops it into a box provided for the purpose. It is then only a few minutes' work to place each boy's slip in front of the card bearing his name. If the teacher is too busy for this detail work, the filing is a job that any boy can easily do and is usually glad to be assigned to do.

At the end of each month each boy's slips for that month are given to him and he summarizes his shop work on the "Shop Record" sheet (shown below). These, after being looked over for purposes of grading, are filed away until the end of the year. At that time each boy's set of monthly records sheets is given to him and his entire year's shop work is summarized by jobs, the job being considered the unit. The boy totals the number of jobs completed, the number of hours spent, the cost of all materials used, and the total (estimated) value of all articles completed during the entire year's work. He can also compute the net returns based on the estimated value of articles built and from these figures can compute the net returns per hour of time spent. This information I find to be of value in showing to administrators the extent and value of work being accomplished in the farm shop.

The whole system, I find, keeps the boy more interested in the use he makes of his shop time.

TIME SLIP (FARM SHOP)

Date.

Job Name	Kind of Work Done	Progress	Time (Min.)
	Class Instruction Time		

Total Instruction and Work Time in Shop

Student's Name

Because the Washington Union High School of Fresno, California, is located six miles from the city and from any bank of common interest, agriculture students from the school had difficulty financing their projects. The student body has set aside a \$200 revolving fund from which boys may secure loans for their projects, and to date about a dozen Future Farmers have purchased purebred Duroc-Jersey gilts and weaned pigs.

Future Farmers of the Adin, California, high school agriculture department are taking a course in elementary surveying, giving the boys training in leveling, running irrigation ditches, and fence lines.

SAMPLE OF ONE BOY'S TERM SHOP RECORD SHEET						
First Term, 1931-32		SHOP RECORD				Orr Owens
Jobs Worked On	How Near Complete	Time on Job (Min.)	Cost of Material	Value of Article	Net Returns	Net per Hour
Pig Hay Rack	.3	160	\$0.50	(To be filled in when rack is completed)		
Seed Corn Tree	Complete	395	.15	\$1.00	\$0.85	\$0.13
Making Rope (With binder twine)	Complete	45	.50	.75	.25	.50

Total time during term for individual jobs..... 600 minutes
Total time during term for class instruction..... 210
Total time during term spent in shop..... 810
Number days spent in shop during term..... 9



Future Farmers of America



The Future of the American Farmer

EARL PARSONS, Vocational Agriculture Student, Winfield, Kansas

[Winner of Second Place in 1931 Public Speaking Contest]

THE farmers of 1865 faced a geographical frontier. By clearing away forests, building log cabins, and braving the perils of pioneering, they carved a place for themselves in the wilderness. They were self-reliant and self-sufficient, producing their own food, and making their own clothing. From the virgin soil they wrested first a bare subsistence and later an abundant surplus. Producing more than they could use themselves, they traded with other groups for commodities they did not have. This practice of the production of a surplus to trade for manufactured wares continued until the organization of central markets became necessary, and cash transactions took the place of trading.

The farmer of today faces an economic frontier. Old methods of merchandising farm products have been outgrown and an entirely new system must be organized. Present-day farmers must carve a place for themselves in the modern wilderness of commercialism, as did their grandfathers in the wilderness of the frontier.

To the casual observer, the farm home of today may seem as comfortable as that of a generation ago. The farm family may seem much more up to date in style, in education, and in general progress. Yet, government statistics show that vast numbers of American farmers, the men who furnish the abundant food and clothing which the cities consume so lavishly, are never free from debt throughout life; never liberate themselves from the racking anxieties and burdens of debt tho they work harder and produce more than any other agricultural workers in the world. The American farmer is not the gentleman farmer of England. His sons and daughters work with him in his struggle to keep up with the mortgage; his wife is both cook and house servant; yet after a lifetime of struggle, hundreds of thousands fail. The home and land which were to have been their comfort in old age and the patrimony of their children are sold for debt, and the owner becomes a worker or tenant, one step nearer peasantry.

The beginning of the twentieth century saw the opening of a new era in agriculture. With the efforts of farm leaders, extension workers, and vocational instructors all bent toward more efficient production at lower cost, the

alert farmer made considerable progress, and by careful analysis of his business maintained a balance between enterprises thru study of his carefully kept records. Up to the beginning of the World War he was able to make a living thru increased efficiency, even in the face of competitive marketing. But men with greater vision saw the need of organization and beginning about 1870 with the Grange and later the Farmers' Alliance, the American Society of Equity, the Farmers' Union, and still

tions makers, manufacturers, or ship-builders. The farmer only was forced to accept a limited income with unlimited prices upon everything that he bought.

At the close of the World War with the natural deflation which always follows a great war, the bottom dropped out of the farmer's market and he was again placed in the position of selling at low prices while buying at high prices. Fast falling land values caught many in the net of bankruptcy, while credit extended when values were higher crushed the borrower when prices went lower.

The general public was indifferent to the fate of the farmer so long as it was itself unaffected, but, within the past decade, the failure of thousands of banks in the agricultural areas and the addition of hundreds of thousands of farm workers to the army of unemployed have awakened an interest in the economic situation.

With the crash of the stock market in 1929, industrial regions found that the farmer was not able to step into the breach as in former times and keep the wheels of industry turning with his buying power. The long period of deflation had left him with no power to buy, altho he was in pressing need of new equipment.

"When conditions become intolerable for the masses, when affairs reach a stage where securing mere bread and butter becomes a pressing problem—then it dawns upon the people that they can, if they will, begin serving themselves.

"History attests the facts that simple justice seldom comes to any class until the people are so wrought up over intolerable conditions as to make it unsafe to deny them longer. Then the simple rights they should have enjoyed from the beginning are granted grudgingly."*

*Editorial—Wheat Grower's Journal, June 5, 1931.

Our fathers and our grandfathers entered and subdued a wilderness. Their task was arduous but their lot was not hopeless. Against overwhelming odds they developed this vast inland plain of ours and planted therein thousands of homes which later became the granaries of the nation. Their efforts shall not be in vain. As they conquered the geographical frontier, so shall we conquer the newer economic frontier. As they

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Tune in on F. F. A. Broadcast Over N. B. C., Farm and Home Hour, Second Monday of Each Month

Citizens of Tomorrow

SENATOR ARTHUR CAPPER, Washington, D. C.

[A Speech Broadcast Over NBC, November 17, Following the National Public Speaking Contest]

YOU have just heard the story of the Future Farmers of America, the nation-wide group which has brought together the farm youth of this country until they have been banded into an army of many thousands. You must have thrilled to that story as told by the organization's fine leader, Mr. Fry, and the four young farmers who have just delivered these wonderful addresses. It is a story of idealism, of aims, of achievement, of purpose to do things for agriculture. Today these future farmers, more than a thousand of them, are gathered in this city to talk over the work they have done and to plan for the work of the future. And I say it is good work.

Youth is impetuous. It goes forward. It does not balk at obstacles. It thrives on adversity if made of the right stuff. And so these young farmers have faced the hardship and depression of the past months with high courage and unafraid. True the percentage of profit from their vocational agriculture projects has not been as high as most of them had hoped for. Many of them have depended upon this return upon investment and labor to pay expense of their schooling this year. But they had turned their faces toward their national convention in Kansas City and they came on.

I believe that out of the stuff of such organization will come the agricultural leadership of this nation. Its foundation is sound. Grounded in the soil, making the vocation of agriculture a life work thru choice, schooled under the leadership of instructors who must be agricultural college graduates and who are selected not only for their ability and knowledge but their standing as citizens, students of vocational agriculture have opportunity which all interested in rural life might envy. They are improving that opportunity. And I say the money spent in their training by communities, states, and the national government is the best type of investment that can be made. It is an investment in citizenship. And good citizenship pays dividends.

It has been my privilege to support the work of vocational agriculture in my own state, in Congress, and thru our publications. It is a fine work. And the rapid growth of rural vocational education is one of the most significant trends of modern agriculture. No longer does it suffice for a farmer to have tools for the hand alone. He must have tools of the brain. Vocational agriculture provides these tools. Moreover, earning while he is learning, the student not only receives technical instruction and practical experience but in thousands of schools the combined earnings of students enrolled in the study of agriculture has exceeded by far the cost to the community in providing for the course. This came from their project work, money to be retained by them for advancement of their education, for improvement of their livestock or equipment, or, perhaps, to help a hard-pressed father meet his tax bill. But it is the boy's own money. One of the finest things about

vocational agriculture is that it instills a pride of ownership, a desire for greater achievement.

But my friends, the earning of money, important as that may be, is not the biggest thing about vocational agriculture or the Future Farmers of America organization. One of its finest achievements has been to help strengthen pride in the profession of farming. I say it is a great and noble profession, worthy of the best that any boy or man can put into it. But in times of depression when agriculture has been brought to its knees, the future looks dark, men talk in hushed whispers of a possible peasantry or shout communistic doctrines in urging a cure, it is good to find an organization of young men who make no pretense of looking back and only look forward. They say emphatically: "We are farmers. We are the Future Farmers

ground we've lost." And they are going to win.

All over America one finds vacant farmhouses. Once they were happy homes, busy homes, homes where the young voices of girls and boys resounded at work and play. But they are vacant now and a contributing factor, if not the chief cause, is that these girls and boys have migrated cityward seeking employment, leaving the old folks who, unable to continue farming, have drifted to the small towns. Tenant farmers occupied the old homestead for a while, income sufficed for the modest needs of the farm owners. But the farm had been mortgaged some time and when prices went down there was little above interest and tax. Then when the real drop came and tenant farmers turned to the towns and the cities, seeking jobs as laborers because they could not live on a share return or pay cash rent, then foreclosures came.

One of the tragic things about this agricultural depression is the situation of these older men and women who after long years of economy, industry, and careful planning had felt that they could rest from their labors and that the old farm, the foundation of all wealth, would support them in old age. But with ever-mounting tax bills and a farm return in recent months less than they received years ago when as young married folks they built a home and cleared the land, we find them bewildered, depressed in spirit, forced to the economies of those earlier days that they may barely live. And the drop in land values has left them little to pass on to their loved ones after they have gone.

No such situation should face the parents of the Future Farmers of America. They should be better farmers than their fathers have been. And they will stay on the land. Farms tilled by fathers of these students will not be tilled by tenants. Records prove that students of vocational agriculture, whether they find it necessary to consider their education completed or go on to agricultural colleges for further instruction, do consider agriculture their life work. Records prove, too, that the vocation trained farmer, still a young farmer even dating back to the first vocational agriculture graduating classes, shows a higher percentage of profit than the average farmer. Not only is he taught efficiency of production, he learns marketing methods, farm accounting, collective bargaining. It is an all around training which is sure to prove valuable in the coming years for every year presents new problems.

But perhaps the biggest thing about vocational agriculture and the Future Farmers of America is that it is making these fine junior farm citizens organization-minded. My friends, the hope of agriculture is in organization. The young farmers of this association are conducting the affairs of their national organization with intelligence, dignity, and poise which must win the commen-



Senator Arthur Capper

of America. We are going to stay on the land. It is our birthright. We are proud to be called farmers. We will carry on, conserving the soil, building homes, rearing sons who will carry on after our hands falter at the task as the hands of our fathers may falter now. But we expect such return as will enable us to live as American citizens should live."

That, my friends, is the challenge of the organized farm youth of this country. It is a challenge which should thrill those of us whose destiny it has been to help make such an organization possible. We, too, must carry on. We must go forward, we cannot go back. We can gain inspiration from these young sons of the soil who in a time when the affairs of agriculture are at low ebb have enrolled in increasing thousands in the rural high schools of this country. It needs no great imagination to picture what this must have meant to the fathers of such sons. The boys are saying to them, "We are not quitting the job. Give us this opportunity for instruction and we'll win back some of the

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Future Farmers of America Are Builders

M. D. MOBLEY, Assistant State Supervisor, Tifton, Georgia

[This is a story of the Sale City, Georgia, F. F. A. Chapter which won first place in the National Future Farmers of America Chapter Contest in 1931.]

WHEN the members of the Sale City, Georgia, Chapter of Future Farmers of America adopted the motto, "Builders," they had reference to builders of farm citizens. Since adopting the motto they have not only become builders of men, but builders of buildings.

In looking around for some means of raising money to establish a loan fund to aid worthy young men of their Future Farmer Chapter to secure a college education in agriculture, they hit upon the idea of erecting a building and renting it to a business concern. At first the idea was laughed at by many who heard of it. Folks would say, "Why, who ever heard of a group of high school boys putting up a brick building to rent to a business concern?" Almost everyone thought it a wild dream of youth, except the boys and their chapter adviser, Clovis Turk. Even some of the best friends of the Future Farmer Chapter discouraged the idea, so sure they were that it would be a failure. But the boys were not to be discouraged. They had their hearts set on rendering some unselfish service to their fellow-members who would like to attend college and did not have funds to do so.

So the boys and their chapter adviser went about the undertaking in a business-like manner. First, they found a man who would lease a building for a period of five years; next, they found a local business man who agreed to lend the chapter money for materials necessary for erecting the building; they then secured a desirable location in the very heart of the little village, which was purchased on time for a reasonable amount. An old abandoned brick building located a few miles from Sale City was bought for a very small sum. From this building they salvaged enough brick to erect their structure and sold enough to cover the original purchase price. In other words—the brick for their building did not cost them any money—all they were out was their own labor for salvaging the brick.

Practically all the work of erecting the building was done by the boys. The members of the chapter were divided into work squads with a captain in charge of each. A schedule was made out so that each squad would have opportunity to do its prorata share. The work never interfered with school work. It was done during the noon hour, after school hours, and on Saturdays.

Constructing the building was not all roses according to Buford Bridges,

who was chairman of the building committee, and who took a leading role in erecting the building.

"Due to the short work periods," said Buford, "it took considerably longer to get the building up than we anticipated and interest would lag. So it became necessary to hold pep meetings, and have squad captains make spirited speeches. These helped to renew interest."

Continuing, Buford said, "Tho we met with much discouragement from the time the idea was mentioned until the building was completed, we, nevertheless, have today a brick store building 25 x 75 feet, with cement floor, and galvanized metal roof, to which the community points with pride as the work of its Future Farmers."

The entire cost of the building and lot, not including labor which was done by the boys, was about \$1,000. It is exempt from tax. The insurance cost is about \$12 per year. It is rented on a five-year lease for \$240 per year to a druggist. A room in the rear of the building, 15 x 30 feet, is reserved for chapter meetings.

From the rentals of the building, the chapter has in three years established a loan fund of \$600, \$200 each year, besides keeping up payments and insurance on the building. The establishing of a \$200 scholarship each year is made possible by what is known as the Dawson Fund at the University of Georgia. This Dawson Fund, a donation to the University of Georgia, is handled in a way to encourage rural communities to establish college loan funds. It provides that if a local community raises \$125 it is matched with \$75 from the Dawson Fund, thus giving a community a \$200 scholarship fund to lend to its youth to aid them in securing a college education. So the Sale City boys have actually saved \$375 besides meeting payments and insurance from the rentals of their building. This amount has been matched by \$225 from the Dawson Fund—making a total of \$600.

All of the \$600, \$200 each year, has been loaned to Bennie Cobb, the first president of the Sale City Future Farmer Chapter, who is now a junior at the Georgia State College of Agriculture. He has signed notes for the money,

and will repay it with 6 percent interest within three years after graduation. The money as it is repaid will be reloaned to other young men of the community who are unable to secure a college education without financial help.

Recently in a talk to a group of officers of local F. F. A. Chapters, Bennie Cobb said, "It is a positive fact that had it not been for the money loaned to me by the Sale City Chapter, I could not have attended college."

Since the Sale City boys were fortunate enough to win first prize in the National F. F. A. Chapter Contest and a prize of \$400, their chapter is in good financial condition. Even without the \$400 they have won, their chapter in seven more years, barring misfortune, will have their building paid for and a \$2,000 loan fund.

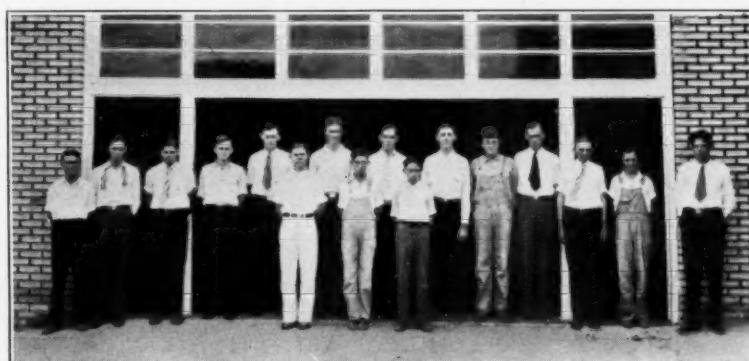
Not only have the Sale City Future Farmers of America constructed a building and established a scholarship loan fund, but they have done other outstanding things that helped them materially in winning first place in the National Chapter Contest.

The chapter members had an average labor income of \$511.32 each from their supervised practice work. They carried on numerous co-operative activities, rendered many unselfish services to the community and school, and had a very outstanding record in leadership activities. Of five American Farmers from Georgia two were from Sale City. Six boys from the Sale City Chapter have made the Georgia Planter degree. The chapter has also furnished three officers for the state association—a president, a treasurer, and a member of the executive committee.

Prices Reduced on F. F. A. Uniforms

New prices have been announced on the official F. F. A. uniforms by the Poole Manufacturing Company of Sherman, Texas.

The prices are now quoted as follows: shirts, \$1.75; pants, \$2; caps, 50 cents; neckties, 50 cents; total, \$4.75. Orders will be sent C. O. D. if desired or money may accompany order. The company guarantees satisfaction and prepays postage.



Members of the Sale City, Georgia, F. F. A. Chapter, in front of the brick store building they erected and own. Rentals from this building are being used to establish a scholarship loan fund to aid worthy members to continue their agricultural education in college.

Eleven high school Future Farmer groups in the San Joaquin Valley, California, who took a total of \$946 in prize money at the state fair this year, are now planning projects for the coming year, particularly in livestock. Modesto high school agriculture students led the list in this section this year with winnings of \$254.

The Future of the American Farmer

(Continued from page 141)

survived the trials and disappointments of drouth and pests, so shall we survive the disappointments and discouragements of depression and deflation. The American farmer of today is not giving up in the face of overwhelming odds. He is sticking to his task with an indomitable will that would do credit to his forebears. All that he asks is the sympathetic understanding and encouragement of the rest of the nation as he works his way to the better times of the future. He is learning and he is progressing. Such courage will not go unrewarded. The time is close at hand, when the American farmer will take his rightful place in the economic life of the country, when he will again be free from debt. The American farmer is not hopeless and he is not helpless. Conditions are improving. Education is bound to have its beneficial effect. New national land policies, new systems of taxation, new methods of marketing, improved methods of co-operation point the way to a better future; and God willing the American farmer of the future shall lead the way into the new day of national prosperity.

Citizens of Tomorrow

(Continued from page 142)

dation of every thinking man and woman. And it is to the thinking citizens of America, urban and rural, they appeal. There is no radicalism, no flamboyant oratory in the meetings of Future Farmers where the F. F. A. owl, emblematic of wisdom, looks down upon their councils. Sane leadership is being developed. Nevertheless, it is aggressive leadership and when the agriculture of the future is represented around the council tables of the nation by these lads as mature men, representatives of other industries will find no weaklings. Nor is it too much to hope that they will speak for a united agriculture.

It is in the belief that a matching of abilities in public speaking would be helpful in developing such leadership that I have been happy to aid in fostering this National Public Speaking Contest which has brought together in friendly competition the four fine young men whom you have just heard in this second annual event. To win the right to represent their regional groups which embrace this whole great country of ours, these students first had to win in their home schools, then perhaps in a county or sectional contest, then in a state contest, and finally in a regional contest which brought together the finalists in a large group of states. You who have heard them will feel, I am sure, as I do that the selections were merited. The topics discussed are timely, diligent research was made in assembling facts, the presentations have been forceful, comprehensive, and convincing. The parents and instructors may well feel proud of each contestant; the state and the region represented has cause for just pride.

I am told that the contestants we have heard represent some 60,000 students of vocational agriculture, thousands of whom are listening at this time. I tell you, it stirs the imagination to vision such an army of farm youth,

an army trained for the avocation of peace, not war. It must banish any fear we may have had as to the future of agriculture. It fills us with new faith in the ability of the citizens of tomorrow to cope with whatever problems may arise. It is an inspiration to me, it should be an inspiration to every individual interested in agriculture. Here is an army that knows no defeat. It knows only victory.

There is but one regrettable thing incident to a contest of this kind and that is there can be but one first prize award. Our four young friends, as I have told you, represent four regions and thus the nation as a whole. Each is a champion by right of conquest. Altho each wins an award which I soon shall bestow upon him, the judges have had but one grand championship to consider and difficult it must have been for them to arrive at their decision.

Policies in Teaching Marketing

(Continued from page 138)

business judgment and the ability to make their own decisions in management and marketing problems. Furthermore, teachers should be guided in establishing fair and desirable attitudes toward group action and encouraged to study and present unbiased facts without fear or favor. It is believed that such practice will safeguard the integrity of the service rendered by departments of vocational agriculture.

It is believed that much progress has been made in carrying forward these policies. The invaluable assistance being received and the cordial support being given all phases of vocational agricultural education is chiefly responsible for the present progress in teaching marketing problems. It is recommended that in all future relationships with marketing and educational agencies it be the practice of vocational education officials and teachers to organize instruction in marketing in accordance with the foregoing principles and policies. It should be remembered that co-operative marketing is but one phase of group thinking and collective action on the part of rural people and that it is a major responsibility of the public schools to train persons to think and to work together in the solution of their common problems.

The committee unanimously recommends the adoption of this statement of policy.

[Signed]

A. K. GETMAN,
J. A. GUILTEAU,
K. L. HOLLOWAY,
A. P. DAVIDSON.

Leadership Program Under Way in Iowa

(Continued from page 135)

of leadership. (3) Rules for developing qualities of leadership. (4) Estimating your progress.

The program is motivated by a point system: (1) Observing the rules for developing personality (listed in booklet), 100 points. (2) Mastering 12 abilities in parliamentary procedure, 100 points. (3) Leadership service (school and community activities), 100 points. (4) Program planning (programs for Future Farmer chapters), 100 points.

A boy who earns a specified number

of points is entitled to a leadership award. The award is the Future Farmer emblem with the eagle surmounting it, and this is hung from a bar with the word "leadership" on it. Permission to use this emblem has been secured from the national headquarters of the Future Farmer organization.

The awards will be made at the time of the judging contest in the spring. It is hoped that this may be made a very prominent feature of the many events which take place on this occasion. Meetings will also be held at this time for the candidates for the leadership awards. Programs for these meetings will consist of talks, demonstrations, and reports from the field.

The Iowa plan is open to all who wish to undertake it but it is expected that a rather limited number will arrive at the goal. It is non-competitive—each boy works to surpass his own best record only. The plan is in keeping with trends in administering school activities. It attempts to develop the personal qualities of the student and includes the mastery of fundamental techniques in parliamentary procedure. The plan is still on probation; time will no doubt, bring modifications but the general features promise to survive.

An F. F. A. Membership Card

THE Future Farmers of the New Brunswick, New Jersey, Senior High School have recently devised an F. F. A. membership card. It is printed on two sides, as shown below.

The chief purposes of the card are: to create interest in the F. F. A.; to stimulate the payment of dues; and to prevent trouble about excuses from home rooms when members are attending F. F. A. meetings held during the school session.

Mr. L. S. Archibald, the adviser, has found this device to be a help in his F. F. A. work.

NEW BRUNSWICK CHAPTER OF THE FUTURE FARMERS OF AMERICA

This is to certify that

Mr. _____

Is a member of The New Brunswick High School Chapter of F. F. A. and is in good standing for the time indicated by dues paid below.

Signature _____												Treasurer _____											
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
193	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	[Over]

[REVERSE]

TO ALL TEACHERS

The holder of this card is entitled to attend all stated chapter meetings of the F. F. A. without presentation of other written excuses provided his dues are paid for the current month.

Faculty Adviser _____

Joe Violini, Future Farmer of Salinas, California, owner of the grand champion baby beef animal at the South San Francisco Junior Livestock and Baby Beef Show, cleared enough from his premium money and sales to pay his first year of college. Joe is now a freshman attending the University of California college of agriculture at Davis, having raised the purple ribbon Angus calf as a senior project in high school. This Future Farmer took home a check for approximately \$1,000.

